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By-Kamii, Constance; Radin, Norma

THE YPSILANTI EARLY EDUCATION PROGRAM.

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This 3-year program has three goals: (1) to devise a curriculum for disadvantaged 4-year-olds, (2) to develop a model for introducing new curriculums into a school setting, and (3) to develop parent group-work programs to foster achievement, inner control, and cognitive development in the child. The sample consists of 50 Negro and 50 white (including 50 boys and 50 girls) each year. The curriculum includes work in inner control, is based on Piaget's operative and figurative aspects of knowledge, and uses a modified Bereiter method for language patterning. The second goal was achieved by involving the teachers in curriculum development and using a supervisory team to help teachers effectively practice the curriculum theories through an orientation and inservice training program. In the parent group-work program, two experimental groups met in three sessions studying behavior modification, inner control, and cognitive development. A control group went to P.T.A. meetings only. The program's goals will be evaluated on its short and long term effects on the children and its general effects on parents. Dissemination includes observations, reports, and conferences. Tables and a bibliography are included. (JS)

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The Ypsilanti Early Education Program

Constance Kamii, Curriculum Director

and

Norma Radin, Research Associate

Ypsilanti Public Schools

Ypsilanti, Michigan 48197

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The Ypsilanti Early Education Program is a three-year demonstration program which has been in operation since September, 1967, with funds from Title III of the Elementary and Secondary Education Act. As stated in the proposal to the Federal Government, the Program has three objectives in addition to providing a service to the community. They are

1. to develop a curriculum for disadvantaged four-year-old children based on Jean Piaget's theory for use in the classroom and in a home tutoring program.
2. to develop a model for introducing a new curriculum into a school setting, so that it will become an integral part of the school program.
3. to develop a parent group-work program focusing on those aspect of child rearing directly related to fostering motivation to achieve, inner control, and cognitive development.

Each year, there will be 100 four-year-old children in the Program from disadvantaged families living within the boundaries of the Ypsilanti Public School District. The racial and sex distribution will be approximately 50 Negro, 50 white, 50 boys, and 50 girls. (There is also a Special Education preschool program in Ypsilanti for 24 disadvantaged four-year-old children who test in the "retarded" range.)

The 100 children are divided into ten classes of ten children, and each class is supervised by a teacher and an aide. Fifty children attend classes in the morning, and 50 occupy the same five classrooms in the afternoon.

During the half day that the teacher does not have a class, she

visits a child in his home for a 1½-hour tutorial session. Since each teacher has ten children in her room, each student receives a home visit once every other week.

The staff of the program consists of the following 30 people:

Administrators (Director, Coordinator, and secretary)

Curriculum Supervisors (Curriculum Director and two Classroom Supervisors, one of whom also supervises home visits)

Researchers (Research Associate and Research Assistant)

Parent Group Worker

Ten Teachers

Ten aides and Supervisor of Aides

The Early Education Program has the benefit of experiences gained in the operation of two other previous preschool projects in Ypsilanti. They are the Perry Preschool Project (1962-1967, for retarded children) and the Gale Preschool Project (1966-1967, for normal children). The experiences gained in these previous projects led to the conclusion that there is a need for more precise teaching if preschool education is to become truly effective.

The program will thus emphasize development and evaluation. The curriculum for the children as well as for parents during the first year will be experimental. As things are tried out and found to confuse children or to be uninteresting to parents, decisions will be made to modify or discontinue them. The work of the second year will be built on the first year's documentation, and more precise sequencing and evaluation will be made. If the funding continues as expected, a guide will be written during the third year in a form that will enable other teachers, supervisors, and social workers to use. It is expected that this guide will have been fully tried and tested by members of

the project as well as by outsiders.

Because the Early Education Program has four aspects which may not be of interest to every reader, this report is accompanied by four appendices.

Appendix I concerns the development of a Piaget-derived curriculum and a model for introducing a new curriculum in a school setting. Appendix II deals with group work with parents. Appendix III describes the function and in-service training of aides. Appendix IV concerns research and evaluation of the program.

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Appendix I

The Development of a Piaget-Derived Curriculum for Use in the Classroom and in a Home Tutoring Program

Constance Kamii, Curriculum Director,
Louise Derman, Hanne Sonquist, and Emmalyn Anderson

Ypsilanti Public Schools
Ypsilanti, Michigan 48197

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Head Start and similar pre-kindergarten programs are now an accepted part of education. The critical question has become what to teach to four-year-old children once they are in school. The Ypsilanti Early Education Program is attempting to develop a curriculum based on the theory of Jean Piaget, since it is the only coherent theory in existence today describing children's cognitive development from birth to adolescence.[1] Some of the unique concepts of this theory have given a new perspective to the educational problems of disadvantaged children. One such concept is the idea that intelligence develops by qualitatively distinct stages, and that a later stage is not possible without the attainment of solid earlier stages. Another fundamental concept of Piaget's theory is that the ability to "think" grows out of the coordination of <u>actions</u>--rather than by the manipulation of symbols.

Since the general framework of the Piaget-derived curriculum has been described elsewhere (Kamii and Radin, 1967; Sonquist and Kamii, 1967), it is presented below only in outline form, with some modifications.

Two Aspects of Knowledge

I. The operative aspect[2]

A. Logico-mathematical operations[3]

1. Classification

2. Seriation[4]

3. Numbers

B. Spatio-temporal operations[3]

1. Spatial relationships

2. Temporal relationships

II. The figurative aspect[2]

A. Objects[5]

B. Indices[6]

C. Symbols[6]

1. Imitation[7]

2. Make-believe[8]

3. Onomatopoeia[9]

4. The recognition of pictures

5. The making of clay models and drawings

D. Signs[6]

In addition to Piaget-derived cognitive goals, the Early Education Program includes work in two other areas: Inner control and language patterning. The fostering of inner control is based on work previously done in Ypsilanti (Kamii and Radin, 1967). It is an integral part of the curriculum, since so many disadvantaged children fail later in school because of their inability to control their own behavior.

Language patterns are taught by a modification of Bereiter's method (Bereiter and Englemann, 1966). Unlike Bereiter and Englemann, however, who believe in the teaching of language for cognitive development, the Early Education staff believes that language should be taught for language development. Piaget and his associates (Inhelder, Bovet, Sinclair, and Smock, 1966) state that language helps the child to focus on concepts and to retrieve them, but that the teaching of language per se does not generate new concepts. For example, teaching a young child the word "more" does not insure the correct quantitative judgment of two numerically equivalent groups of objects arranged spatially differently. Children also need language to express the ideas they have, and Piaget (1965) states that concepts are corrected and clarified through the child's verbal exchange of ideas with other people.

The curriculum work currently in progress is a more detailed development of the framework outlined above. It consists of the following three aspects:

1. The delineation and sequencing of specific goals within each cognitive area (e.g., classification)
2. The development of a variety of teaching activities to help children to reach each goal
3. The development of diagnostic tasks to determine whether or not the child has mastered the concepts that the teacher has tried to teach.

The first and third of the above aspects, which are the responsibility of the curriculum supervisors, will be discussed immediately below. The second aspect, which is a joint responsibility of the teachers and supervisors, will be described afterwards under the heading of "The implementation of a new curriculum in a school setting".

I. The delineation and sequencing of goals, and the development of diagnostic tasks

A. The delineation and sequencing of goals

1. The delineation of goals begins with the selecting of certain broad cognitive areas in Piaget's theory on the basis of their relevance to preschool education.[10]
2. The next step is the description of the major developmental stages within the broad cognitive areas selected in step 1. For example, in classification, children progress from the stage of graphic collections[11] to that of non-graphic collections,[12] and later reach the stage of classification.[13] These major stages serve as the long-range teaching goals from which it is possible to deduce the week-to-week goals for teaching in preschool.
3. The next step is the conceptualization of the educational implications of the stages described in step 2. This third step is strictly a matter of interpretation, inasmuch as Piaget himself has seldom gone beyond psychology and

epistemology into the realm of teaching.

4. The fourth step is the formulation of short-term teaching goals leading to the major goals described in step 2, in the light of the educational implications conceptualized in step 3.

5. The fifth step of this theoretical phase of curriculum development is the description in detail of at least one teaching activity for each goal specified in step 4 as an example of how to help children to reach that goal. A Piaget-oriented teaching activity presumes that the child learns by discovering the relationships among objects as he acts on objects. The question of how to teach must therefore be re-stated in terms of how to structure the teaching situation to encourage the child to act, to judge, and to discover.

The delineation of numerous other teaching activities for each specific goal is the joint responsibility of the teachers and the curriculum supervisors. A description of how the teaching activities are suggested, tried, and evaluated can be found later.

B. The development of diagnostic tasks

The Early Education Program uses two types of diagnostic tasks: (a) Standard experimental tasks devised by Piaget. These Diagnostic tasks are administered by someone other than the teacher in November and in May, and (b) tasks developed by the curriculum supervisors and administered bi-weekly by the teachers. The former tasks are much too hard for the children, but they are expected to give clear indications as to how the children approach a problem and how much progress they make between November and May. The latter tasks are

more appropriate for the children's abilities and are designed to test whether or not the goals of the previous week have been mastered.

The bi-weekly diagnostic tasks are developed by making up several tasks for each concept taught at various levels of representation. For example, the mastery of the spatial relationship of "in" can be assessed by asking the child to put a marble into a box, and by asking him to draw a circle in a square to represent where the marble is in relation to the box. The diagnostic evaluations are at the present time strictly experimental, and no attempt is being made yet to develop a standardized test.

The diagnostic forms are given to the teachers at the weekly meeting which will be described shortly. The goals for the following two weeks are given at the same meeting.

II. The implementation of a new curriculum in a school setting

It is well known that simply presenting a classroom teacher with a new curriculum guide provides no assurance that it will be used. The Ypsilanti Early Education Program hopes to overcome this obstacle in two ways: (a) By actively involving the teachers in the creative process of curriculum development as a way of securing their commitment to it and (b) by providing a supervisory team capable of taking a theory and helping teachers to translate it into effective teaching activities. This team consists of a theorist and three master teachers who can translate the theory into a demonstration of effective teaching.

The implementation of the new curriculum is achieved by means of an orientation program at the beginning of the year and an on-going

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in-service training program. The two activities will now be discussed.

A. The orientation program

The implementation of the new curriculum began with a three-week orientation program to give the 30 staff members (including the aides) a common framework. It consisted of the following topics which were discussed for their theoretical, experimental, and practical significance:

I. Background of the project and its purposes

II. Organization chart and basic policies

III. Theoretical framework of the curriculum
  A. The development of intelligence
  B. The development of inner control
  C. The development of language

IV. The goals in specific areas (e.g., classification) and the diagnostic-teaching approach

V. How to use old techniques and equipment in a new curriculum
  A. Techniques
    1. Bereiter's language patterning
    2. Rhythmics
    3. Songs and finger play
    4. Art
    5. Socio-dramatic play
    6. Others
  B. Equipment

VI. Actual teaching
  A. Goals for the first two weeks
  B. Sample lesson plan
  C. How to write reports

B. The on-going in-service training program

The procedure for the week-to-week curriculum development work begins with a meeting of the four curriculum supervisors. At this meeting, the progress of the children and the teachers is reviewed, and the goals for the following week are decided upon. A sample of weekly goals is attached.

The goals for the next two weeks are presented to the teachers at the weekly meeting with their classroom supervisor, along with one or more examples of how to teach each concept. There are five teachers for each classroom supervisor, and this weekly meeting is limited to this small group.

With the teaching goals in mind, each teacher devises games and other teaching activities. The teachers then report the teaching activities and their evaluation in the reports they write three times a week. When an activity is found to be particularly effective, it is discussed at the next weekly meeting for other teachers to try out and evaluate. When an activity is found to cause difficulty, the reasons are explored and changes are suggested. The teachers find that the supervisors' ideas do not always work, and the supervisors learn and study with the teachers.

The curriculum supervisors are constantly in and out of the classrooms in order to assist the teachers, demonstrate techniques, and observe what needs to be emphasized in future meetings. Thus, there is a continuous dialogue between the teachers and supervisors.

The weekly meetings with the teachers last only an hour and can cover only the work of one or two weeks. Therefore, school is dismissed every Friday[14] in order for all the staff members

to think through the theory and ideas of broader scope. These Friday meetings are also used for the teachers to hear about the work of other staff members (e.g., researchers and the parent-group worker) and to confer with their aides.

C. Teaching in the homes

The home visits are made by the teacher (a) to conduct individualized tutorial sessions with the child, and (b) to involve and instruct the mother in the educative process. A previous study (Radin and Weikart, 1967) showed that the child who was taught alone during home visits gained more in IQ than the child who had to share the teacher's attention with other children in the home. Because of this finding, the teacher who visits a child in a home where there are other children takes an aide along to enable her to work with the child and her mother without interruptions.

The content of the home visits parallels the classroom activities. The time when the child is away from his classmates is a particularly good time for diagnostic evaluations. When the teacher has precise knowledge of what the child can do and cannot do, and when she does not have to divide her attention with a class, she can conduct a tutorial session tailored to the needs of each child.

During the tutorial session, the mother is encouraged to observe and participate in the educative process. Some mothers passively observe, while others actively assume the teacher's role by stimulating the child to perform or by responding to him after he gives an answer. The work during 1967-68 will include finding out what teaching activities

the mother likes and dislikes to engage in during the two-week period between home visits. It is hoped that these attempts to ask the mother to teach in ways that she enjoys will increase her involvement both during and after the visit.

Another objective for 1967-68 is the compilation of a catalog of home-teaching activities which are significant for the mother and the child in the sense that they (a) benefit the child, (b) make sense to the mother, and (c) will be so structured that they will be continued in the absence of the teacher during the ensuing two weeks. One of the most time-consuming aspects of home visits has been found to be the selection of home-teaching activities and the preparation of materials needed for a tutorial session. It is planned that at the termination of this program a curriculum of Piaget-based home-teaching activities will be available for dissemination to teachers in other parts of the country. These activities will have to be tailored to the individual needs of disadvantaged preschool children and the individual interests and abilities of their mothers.

Footnotes

1. The development of a Piaget-derived curriculum was made possible by a post-doctoral fellowship from the Social Science Research Council for the senior author to study under Professors' Piaget, Inhelder, Sinclair, and others at the University of Geneva in 1966-67.

2. The operative aspect of knowledge refers to cognitive transformations of objects in such a way that the person "sees" more than the static objects. When a child classifies an orange and a ball together, for example, he is more than perceiving the round objects. He is transforming them by his internalized actions of holding, exploring, and rolling them.

3. The figurative aspect of knowledge refers to the perception and memory of objects which appear to the person like copies of reality (although from an objective point of view, these perceptions and memories correspond to reality only in an approximate manner). The concept familiar to American psychology which comes closest to "the figurative aspect" might be "the perception and representation of static configurations".

4. Logico-mathematical operations refer to logical operations, which are totally independent of spatio-temporal considerations. In the classification of an orange and a ball together, for example, the spatial and temporal arrangement of the two objects is totally irrelevant.

   Spatio-temporal operations refer to operations in which spatial and temporal proximity and order are all important. The 180-degree rotation of a ball and two oranges arranged in a straight line, for example, will result in a reversed order.

5. Seriation refers to the ordering of objects. An example is the ordering of ten sticks, all of different lengths, in a descending order.

6. The most basic aspect of knowledge is knowing the objects by direct exploration.

7. An index is usually a part of the object which represents the whole object. For example, the head of a duck represents the whole duck.

   A symbol is differentiated from the object but bears some resemblance to it. The picture of a duck is an example of a symbol.

A sign is differentiated from the object and bears no resemblance to it. For example, the word "duck" is not similar to the object in any way.

7. Imitation provides the most basic transition from sensory-motor knowledge to representational knowledge according to Piaget. An example is the child's walking like a duck pretending to be a duck.

8. Make-believe refers to the use of an object to represent another object, e.g., the use of a box to represent a duck.

9. An example of onomatopoeia is the child's saying, "Quack, Quack."

10. The theory concerning classification and seriation can be found in The Early Growth of Logic in the Child (Inhelder and Piaget, 1964) and The Child's Conception of Number (Piaget, 1965). The latter volume also gives the material for the teaching of numbers. For spatial relationships are The Child's Conception of Space (Piaget, 1967), The Child's Conception of Geometry, (Piaget, Inhelder, and Szeminska, 1964), and L'image mentale chez l'enfant (Piaget and Inhelder, 1966). The teaching of temporal relationships can be based on The Construction of Reality in the Child (Piaget, 1954) and Le developpement de la notion de temps chez l'enfant (Piaget, 1946). Piaget's ideas on representation can be found in Play, Dreams, and Imitation in Childhood (Piaget, 1962), The Psychology of Intelligence (Piaget, 1963), The Child's Conception of Geometry (Piaget, Inhelder, and Szeminska, 1964), and l'image mentale chez l'enfant (Piaget and Inhelder, 1966).

11. The stage of graphic collections is characterized by the child's need to arrange objects in a pattern. The factor which unifies the objects at this stage is not their qualities but their spatial arrangement.

12. In the stage of non-graphic collections, the child groups the objects on the basis of their qualities. However, while the qualitative aspect of class inclusion is mastered at this stage, the quantitative aspect is not. The quantitative aspect of class inclsuion refers to the child's ability to judge that, for example, if there are six green wooden beads and two red wooden ones, there are more wooden beads than green ones.

13. The stage of classification is characterized by the child's ability to correctly coordinate the qualitative and quantitative aspects of class inclusion. In other words, when the child can make correct judgments about the quantitative aspect of a class and its subclasses, he is said to have achieved the stage of classification.

14. School is dismissed every Friday, but only every other Friday is an all-day meeting day. On other Fridays, the teachers make home visits as usual during the half day that she does not teach a class.

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GOALS for the First Two Weeks

Spatial Rel.	Temporal Rel	Classif.	Seriation	Numbers	Language	Socio-dramatic Play	Inner Controls
"On"-"Off" "not on" "Up"-"Down"	"start" - "finish" "stop" - "go" "now" "next"	Putting things back to their proper places	2 sizes of the same object "Big" - "Not big" "Little"- "not little"		Identify sentence with objects		<u>What</u> behavior <u>When</u> 1.Sequence of activities 2.Taking turns with equipment[3] 3.Proper use of equipment 4.No hitting, no pushing
Groundwork for all future spatial concepts: 1.Motoric exploration of relationship of body to objects 2.Body parts a.Naming b.Relating body parts to each other & to space[1]	Sequence of day's routine	Things that are the <u>same</u>[2] Things that are <u>different</u> To know objects in room 1.Through use 2.Through vision & touch 3.Through touch[2]	"Soft" - "loud" "Fast" - "slow"				Finishing what one begins[4] Staying with the group[4]

1. By imitation as well as by responding to verbal instructions.
2. Use the mystery-bag game.
3. Delay of gratification begins with very short periods of time.
4. a. Short durations of activity, 2-to-3 minute sessions at the beginning, extending them to 10 minutes by the end of the 2 weeks.
   b. Give lots of help and lots of positive reinforcement.

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GOALS for January 26-February 9, 1968

Spatial Rel.	Temporal Rel.	Classif.	Seriation	Numbers	Socio-dramatic Play	Language	Inner Controls
<u>Introduce</u>[1] Forward Backward Sideways <u>Continue</u> In front of In back of {Self-obj. {Obj.-obj.	<u>Continue</u> NONVERBAL, motoric sequences of 2 or 3 acts[2] {Simultaneous and delayed imitation	<u>Introduce</u> Trichotomies[3] by belonging <u>Continue</u> (only with children who need further work) dichotomies with motor-encoding kits	<u>Continue</u> Serial correspondence with 4 or 5 sizes of OBJECTS[4]	<u>Introduce</u> "Give me one more than I have" with {provoked and spontaneous corresp.[5] <u>Continue</u> Provoked and spont. corresp. as before as necessary.	<u>Continue</u> Socio-dramatic play with whole group, planning of roles, and teacher direction.[6] <u>Establish</u> Goal for each child[7]	<u>First week</u> <u>Continue</u> Pronouns with prepositions and polars with objects. <u>Second week</u> Verbs	<u>Continue</u> Extending length of time at activity time or dramatic play. Planning amd carrying through the plan.

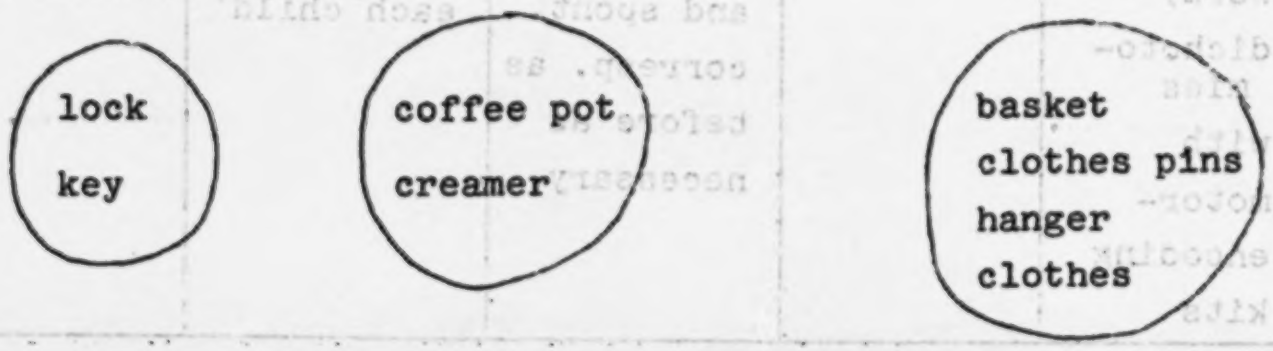
1. Use rhythmics, Kephart-type activities with lines on the ground, the walking board, and footprints outlined on the ground (see Caroline). Dramatic play can be used to add interest (e.g., if the children do not walk on the line, say that they would fall in the water, etc.).

2. a. Since temporal sequence of 3 acts seems so hard, we need to go ALL THE WAY BACK to imitation without verbal instructions.

   b. With rhythmics, their teacher shows a sequence such as jumping up, turning around, and bending down. To the beat of the drum, the children repeat this sequence a number of times. They can repeat the sequence fast or slowly. They can watch themselves in the mirror as they repeat the sequence. After the children have repeated one sequence a number of times, a new one can be modeled by the teacher, such as walk, walk, run..., walk, walk, run, with the beat given by the drum or the piano.

   c. Emphasize temporal sequence in sociodramatic play, where there is a logical basis for order.

3. Children will now make 3 collections of objects that belong together. For example, given a kit with a lock, a coffee pot, a hanger, a key, clothes pins, clothes, a creamer, and a clothes basket,



4. NO PASTING!! Make-believe objects can be made, e.g., making "hamburgers" with playdough to cook in the seriated frying pans. Also, the children can make and seriate playdough "pancakes" and paint "plates" around the "pancakes". Finger-painting is also good. Children can make big and small movements in the finger-paint with different hand parts.
5. Try this with children who have no difficulty finding "the same number". Instead of asking children to get the same number of objects, ask for ONE MORE than I have. Use provoked correspondence kits first. (We have houses and roofs now.)
6. a. Having no other activities at socio-dramatic play time seems to stimulate more involved and sustained play.
   b. Use rubber figures or pictures for children to choose their roles. This device prevents the group from having 7 "mommies" and no "daddies". It may also help children to be consistent in their roles.
7. In terms of the socio-dramatic diagnosis of each child, decide on one goal for each child for the next week or two. Choose only one area per child (not per group) from the 6 criteria of socio-dramatic play (e.g., with one child you will work on make-believe, with another child on verbal communication).

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Appendix II

Group Work for Parent Education

Glorianne Wittes and Constance Kamii

Ypsilanti Public Schools

Ypsilanti, Michigan 48197

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A preschool program which is confined to classroom teaching and home visits has a limited impact on the lives of children. Many preschools have group meetings for parents as a means of involving and changing them to support and supplement the work of the school. Some preschools use the group-work principle that people often change more easily in a group than in isolation.

The ingredient which is often missing in parent group work is a curriculum. As in the case of classroom teaching and home teaching, it is one thing to bring the pupils or the mothers together, and another thing to know what to do once the people are ready to become involved.

The curriculum being tried for group work with parents in Ypsilanti has a trimester format with a specific focus for each term. The first term begins in early November and ends at Christmas time. The second term continues until Easter, and the third term ends at the end of the school year.* The focus of the first term is behavior modification. The second term deals with cognitive development, and the third term concerns what parents can do for children's development of internal controls. The curriculum for parents thus emphasizes the same content stressed in the curriculum for the children. The specifics of each week's meeting are being planned, tried out, and evaluated.

Behavior modification was selected for the first term because of the desirability of starting the meetings by helping the parents to cope with the problems they actually feel they have (e.g., getting children to go to bed). The first step in getting parents to change must be an attempt

*Each term consists of six weekly sessions and ends with a culmination activity and a certificate of completion. There is a five-week break between the terms. (The original plan was to have eight-week sessions, but this plan had to be cut down because of financial reasons.)

to make their life easier. Only afterwards can schools ask parents to change for the child's cognitive development and growth of internal controls.

The research design of parent group work includes an attempt to find an effective method of teaching the same content. Thus there are three groups into which the parents are divided. The groups are

1. The lecture group

   The parents listen to an authority who discusses the topic for the meeting

2. The active involvement group

   The parents are asked to engage in role play during the meeting (e.g., actually being punished or praised by the group worker during the session to experience the point she is trying to get across) and to do home work (e.g., trying various things at home with the preschooler and reporting the result to the group).

3. The control group

   The parents merely attend three P.T.A.-type meetings during the year.

Transportation and baby-sitting are provided to maximize the parents' attendance at meetings. In addition, the parents in the first two groups are given a small gift, such as a Golden Book, each time they attend a meeting as an incentive for regular attendance. It is hoped that these books will be seen as rewarding by the mothers and also will be read to the children at home, thereby fostering the child's cognitive development.

The instruments used to compare the effectiveness of the three approaches are

1. The short form, developed by Radin and Glasser (1965), of the Parental Attitude Research Instrument (Shaefer and Bell, 1958)
2. The Cognitive Home Environment Scale, which is a modification of Wolf's (1964) Environmental Process Scale made by Radin and Weikart (1966) to be meaningful with lower-lower class parents.
3. An open-ended questionnaire on child management, which is in part a replication of Kamii's (1965) doctoral dissertation
4. Home observations of mother-child interactions, which is a replication of Kamii's (1965) doctoral dissertation described in a paper by Kamii and Radin (1967).

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The Ypsilanti Early Education Program

Appendix IV

Research, Evaluation, and Dissemination

Norma Radin and Constance Kamii

Ypsilanti Public Schools

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I. The evaluation of the new curriculum

The curriculum which will be developed will be submitted for review to authorities in the field of early childhood development and to experienced preschool teachers not involved in the program. It will also be offered to other preschool programs not connected with the Ypsilanti Public Schools for implementation and subsequent evalua tion. These steps will be taken at the end of each year's operation so that revisions can be made as needed.

Faculty members of teacher-training institutions, such as Millie Almy and Miriam Goldberg of Teachers College, Columbia University, Sarah Smilansky of the University of Tel Aviv, and Hermina Sinclair of the University of Geneva, will be asked to review and evaluate the material developed.

II. The evaluation of the technique for achieving curriculum innovation in a school system.

Trained observers will be employed to observe the on-going program to determine the extent of the utilization of the new material. Where possible, these individuals will be primarily responsible to university personnel rather than staff members of the project.

A detailed questionnaire rating scale has been developed for the objectification and quantification of this evaluation. To determine the teachers' reactions to the newly developing material, the teachers will be interviewed periodically by people from the outside. Once again, the interviews will be conducted by trained personnel primarily under the supervision of university personnel.

III. The evaluation of the effect of the preschool program per se

A. Effect on children

1. In cognitive development

   a. The short-term effect

      The Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test will be administered to all 100 participants at the initiation and conclusion of the program each year. Standard statistical techniques, such as t tests, analysis of variance, etc., will be used to determine the significance of the difference between the pre- and post-test scores of the entire group and of relevant sub-groups, such as boys and girls, high- and low-IQ children (on the initial test).

      The change scores of all participants each year, and of relevant sub-groups, will be compared with the change scores found in other programs which have been operated in Ypsilanti, and in previous years in the Early Education Program. Appropriate statistical tests will be used.

   b. The long-range effect

      The Stanford-Binet Intelligence Test and the Peabody Picture Vocabulary test will be administered to a stratified sample of 25 each year as it completes kindergarten, first grade, and second grade. Appropriate statistical tests of significance of difference between initial score and current test score will be made of the entire sample, and of the relevant sub-groups within the sample.

2. In peer and adult relations, academic motivation, and classroom conduct

   a. The short term effect

      Each of the preschool teachers and the aides will be asked to complete the Pupil Behavior Inventory (Vinter et al., 1966) for all of the participants at the initiation and

completion of the preschool program each year. This instrument is currently coming into wide use and has been shown to have high reliability and validity. It measures the teacher's evaluation of the student's peer and adult relations, academic motivation, and general classroom conduct.

The relationship between cognitive growth and academic motivation, classroom conduct and peer and adult relations will be explored.

b. The long-term effect

The kindergarten and first-grade teachers of the 25 children in each year's sample will be asked to complete the Pupil Behavior Inventory (PBI) at the end of each school year. The scores will be compared with the ratings of an equal number of non-disadvantaged children in the class matched for sex and race.

B. Effect on parents

1. General effect

a. A short form, developed by Radin and Glasser (1965), of the Parental Attitude Research Instrument (Shaefer and Bell, 1958) will be administered to the mothers of the children at the initiation and conclusion of the preschool program. This instrument measures maternal child-rearing attitudes. The change scores will be analyzed to determine whether or not any shift has taken place. The relationship between shifts in the mother's attitudes and the child's cognitive growth will be analyzed.

b. The Cognitive Home Environment Scale (CHES) will be administered to the mothers each year at the initiation and conclusion of the program. This instrument, an adaptation by Radin and Weikart (1966) of Wolf's (1964) Environment

Process Scale, was modified to be meaningful with lower-class parents. It measures the degree of cognitive stimulation found in the home. The relationship between initial CHES scores, initial IQ's, and other critical variables (e.g., the mother's education, number of children, etc.) will also be explored.

c. A subjective and objective evaluation of the parents' growth in ability to foster internalization of control and motivation to achieve will be made. An open-ended questionnaire on child management has been developed to measure such changes and will be administered to each parent at the start and completion of the school year. An analysis will be made of the relationship between changes in the mother's reported child-management techniques, and changes in the child.

A sample of 20 mothers of the 100 completing the questionnaires will be visited in their homes by the research assistant in the fall and in the spring, and observations will be made of the mother-child interactions under natural conditions. The coding of the observations and the analysis will replicate the techniques used in the doctoral dissertation of Kamii (1965) described in a paper by Kamii and Radin (1967).

The purpose of the home observations is two-fold: To obtain data regarding the construct validity of the open-ended questionnaire and to determine whether changes in verbal responses by parents concerning child management techniques are concomitant with, follow, or precede observed changes in behavior.

2. Effect of the three types of parent-education groups

The change scores on the PARI, the CHES, the open-ended questionnaire on child management, and home observations of the three groups of mothers will be compared. Appropriate tests of significance of difference will be applied to determine the most effective technique of working with parents.

IV. Dissemination

A. Observation

The project will be available for observation by teachers, administrators, researchers, college students, professors, etc. Each visitor will be asked to give an evaluation of the Program in the form of a rating scale.

B. Reports

Interim progress reports will be written at the end of each of the first two years, and a detailed final report will be prepared at the conclusion of the Program. All three reports will describe all aspects of the past year's work and will be made available to interested individuals, school systems, and researchers.

C. Conferences

A conference will be held each spring with invited participants. The first year's conference will consist of those knowledgeable about Piaget's work, and the focus will be on eliciting their assistance in interpreting and applying his theory to the curriculum.

The second year's conference will focus on the dissemination of information about the curriculum and the model of curriculum innovation which will have been developed. Educators at teacher-

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training institutions and school personnel will be invited.

The third conference will be for the dissemination of information on working with parents in the area of cognitive development and the fostering of inner control. Educators and social workers specializing in the area of work with disadvantaged parents will be invited to participate.